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RECENT EDUCATIONAL BIBLIOGRAPHY.¹

V.

MOST of the bibliographies described in these annual summaries are prepared by specialists in some subject related to education, but who are not, alas, very often masters of even the first principles of acceptable and effective bibliography. With this latter melancholy shortcoming we will not concern ourselves here and now, but let us briefly consider some of the obligations and responsibilities which rest upon the educational expert who compiles a bibliography. He usually stops with his work half done, and fails of the most useful results by not describing fully enough the titles which he enumerates. To use a technical term, his bibliography should be "annotated."

The fact that he is an educational expert at once certifies him as competent to do this. If he sets down bare titles, some of which are so worded as to give no hint of their real content, and nearly all of which are silent on those most vital matters, the author's method and point of view, what has he done?

He has, to be sure, laboriously collected from many scattered sources the references to the literature bearing on his subject; but unless he adds intelligent, concise, authoritative information as to character and contents of the book noted, its relation to other books on the same subject, with some estimate of its merits or note of its defects, he has left the most important part of the work still to be done by the searcher, who in nine cases out of ten wants data which shall determine the exact value or valuelessness of the book for some definite purpose immediately in hand.

This critical or descriptive estimate of a title is most fundamental and imperative.

There are both specialists and bibliographers who assert that

¹ Numbers 1, 2, 3, and 4 of this series are in the SCHOOL REVIEW for October, 1898, 1899, 1900, and 1901.

any evaluation of titles is beyond the proper function of a bibliographer, either ignorant or informed of the subject; that any opinion by a tyro is presumptuous and worthless, while expert opinions are too much tinctured with bitterness, over-zeal, and the personal equation.

It is certainly dangerous and unwise for a man who is compiling the bibliography of a subject of which he is ignorant to attempt notes, but when a specialist, with the literature of his subject under his eyes and minutely known to him, writes chiefly for other special students and refuses to tell all about it, or so much about it as shall help them to use it intelligently and quickly, it is a matter for wonder and regret.

The judgment of the compiler may not always be right, the personal equation may offend brethren of another persuasion, but these objections are not valid arguments against annotation. They merely show its dangers, but the preference is setting strongly towards signed evaluation by competent authorities, and the bibliographer or the educational expert acting as a bibliographer must recognize that a mere catalogue of titles, unaccompanied by critical or descriptive notes, falls far short of its greatest usefulness.

This omission is more noticeable in collections of titles which are appended to books or articles and labeled bibliography than in independent pieces of bibliographical work.

The author of a monograph or book knows that accurate and scientific work should be accompanied and confirmed by some sort of reference to authorities, and accordingly he too often throws a sop to this legitimate insistence upon footnotes by hastily tossing together a miscellaneous lot of titles which he has used more or less in preparing his work. Such a list is little more than a perplexing annoyance to the user, for it leaves him ignorant of which book out of many exactly or nearly similar titles is, in aim and treatment, the one best suited to his particular need, or what distinctive information is hidden in each one of them. No better examples exist of half-done, indefinite, and unsatisfactory bibliography than the lists in the three short English histories of education by Davidson, Kemp, and Seeley

A careful examination of them, in the light of the sentences set down above, will show exactly what is meant.

The following are some pieces of educational bibliography which seem worth mentioning :

BOYS.

A Bibliography of Books and Pamphlets Relating to Boys and Social Work with Them. By W. B. FORBUSH (in his *Boy Problem*. Ed. 2. Boston, 1901. Pp. 180-88).

This is not a bibliography of the whole subject, but a list of one hundred works in English which the author has found helpful.

Behind this topic lies the whole literature of anthropology, psychology, and pedagogy. A classified list, of which the headings of the six sections are : "Boyhood," "Special Methods for Work with Boys," "Boys' Organizations Originated by Boys," "Boys' Organizations Originated by Adults." "Games and Play," "Moral and Religious Training." Nearly all of the titles are periodical articles, and the compiler leans particularly hard on the Pedagogical Seminary.

Suggestions are added for a reading course on the subject.

CHILD-STUDY.

Bibliography of Child-Study. By LILLIAN IONE RHOADES. 128 pp., O. Philadelphia, 1901.

Here is a list which for several reasons is likely to be the most useful collection of references to what may be called the popular literature of child-study.

In the first place it contains nearly 1,100 titles, forming the longest single list of titles yet collected on the subject.

Again, all books and articles noted are in English, which makes much for availability and accessibility of the material.

Then, too, the references are refreshingly clear and full, abbreviations have been scorned in the assurance that there was plenty of money to pay the printer.

The arrangement of titles is in one alphabet of authors followed by a subject index which, while it omits reference to some articles under very obvious headings, while it uses nearly synonymous headings, *e. g.*, Man and Anthropology, and while it does not enough connect related subjects by "See" and "See also" references, will, nevertheless, serve the user fairly well. About one-tenth (too few) of the most

important titles have been annotated. The chief fault with the list is not exactly a fault, but an unfortunate limitation, for the compiler has included only material found in the Pedagogical Library of Philadelphia.

It is too bad when any such reason, however good it may seem to be, must serve as a basis for inclusion in compiling such a list. It has resulted in the present instance in the omission of such books (to name a few random titles) as Forbush, *The Boy Problem*; Mosher, *Child Culture in the Home*; Oppenheim, *Care of the Child in Health*.

Another good thing about this list is that it confines itself pretty closely to actual child-study, making no attempt to annex large areas of physiology, anthropology, psychology, or theology.

Bibliography of Child-Study for the year 1900. By L. N. WILSON (in *Pedagogical Seminary*, December, 1901, Vol. VIII., pp. 515-37.

Three hundred and thirty one titles are included in this third annual supplement to the list begun in the same journal in April, 1898, and continued in September, 1899, and December, 1900.

The usual form of alphabetic author arrangement, with minute subject index, is followed.

Mr. Wilson's careful work has won a place as a regular and very useful current summary of the literature of this subject, especially of that in European languages, which is nowhere else so intelligently watched and recorded. The occasional brief notes add to the value of the work.

COMMERCIAL EDUCATION.

Monographs, Papers, and Addresses on Commercial Education. By EDMUND J. JAMES (in American Economic Association Publications, February, 1901. Ser. 3, Vol. II., p. 164-65).

A list of sixteen articles and addresses by Mr. James from 1883-1900. Why did not their author kindly append to each, exact information as to where it has been printed?

EDUCATION.

History of Education. By E. L. KEMP. 385 pp., D. Philadelphia, 1902.

On pages 355-59 are found about one hundred titles roughly grouped by countries and by periods. The list may be of some use

to users of the book, but one's first thought is, how much more helpful it would have been in such a list where old and new, bad and good, are mingled, if a few words of discrimination were added after each title. Without such notes a miscellaneous list like this on a common topic might better be omitted altogether.

Das gesamte Erziehungs-und Unterrichtswesen in den Ländern deutscher Zunge. Jahrgang 2, 1897. 47+1100 pp., O. Berlin, 1900.

The second annual volume in this great bibliographical undertaking, which aims at nothing less than the recording of absolutely all of the immense German educational literature, is still three years behind.

The volume consists of the quarterly parts bound together and unified by full author and subject indexes.

It was hoped that quarterly, instead of monthly parts would permit greater speed, but the editor still complains that the time between parts is too short for effective work. The zeal and industry shown in collecting and preparing material are remarkable, and the result must certainly come very near to the completeness which its editor claims. Not only is the German trade list used, with its supplementary publications covering the printing done by schools and universities, but close, constant relations are maintained with publishers, societies, authors, and official bureaus, and the periodical articles indexed have been taken from 440 different journals, beside which many other journals were examined without result.

The entire volume records 2,400 separate books, over 6,000 periodical articles and 290 official ordinances and acts.

The most important feature and the one upon which the editors rightly lay the most stress in their preface, is the annotation. Every title is followed by a note in which the effort has been made to give just such information, descriptive or critical, as a serious user of the book would want to know. These notes vary from two or three lines to nearly a page in length.

A new feature in preparing them has been the submittal by the editor to the authors of the important books or articles under review, of the notes which the former has prepared, with the request that the latter return them with criticism or suggestions. There is no thought in this of abdicating editorial prerogatives in favor of the authors, the object being to make doubly sure of the latter's aim and point of view, so that he may not be criticised in ignorance or injustice.

Books on Education in the Libraries of Columbia University. 435 p., Q. . New York, 1901. (*Columbia University Library Bulletins*, No. 2.)

The library of Columbia University has recently published this extensive and important piece of educational bibliography. It is a list of over 13,000 titles relating to education, found in the University library and in the Bryson library of Teachers College and including all material on education found in the two libraries except *Columbiana* and the Bryson library collection of text-books.

The list has been compiled by printing the card catalogues of the two libraries and therefore includes not books alone and a host of catalogues and reports of colleges and schools, but (and this feature is of the utmost usefulness) all pamphlets, periodical articles, monographs, chapters or parts of books which have been thought worthy of separate cataloguing.

No other extended bibliography of education has ever done any of this analytical work, so that much good material has now for the first time been included in a subject classification of educational literature. . . . The titles are classified by subjects under forty-one main headings, which correspond almost exactly to the main headings and sub-headings used in Monroe's *Bibliography of Education*, the only important change being a separate grouping of the general literature of elementary, secondary and higher education with extended geographical lists under each of these heads.

This geographical feature is everywhere especially full, one-fourth of the entire book being devoted to the educational literature of states, cities, towns, and separate institutions.

It was impossible, of course, without immensely extending the scope and cost of a work already filling over 400 large quarto pages, to attempt anything in the way of descriptive or critical notes. . . . The printing of this catalogue is a thoroughly worthy and commendable enterprise and cannot fail to justify the hope modestly expressed in the preface that even in its present tentative form it may prove a useful aid to students of education everywhere . . . A well-made author and title index, which also includes many minor subject headings, fills thirty pages.—J. I. WYER, in *Educational Review*, January, 1902.

Bibliography of Education for 1901. By J. I. WYER and I. E. LORD (in *Educational Review*, June, 1902, Vol. XXIV, pp. 61-94).

This is the third similar annual summary, continuing the lists in the same journal for April, 1900 and 1901.

The only new feature this year is a brief introductory review of the year's literature accompanied by a list of twelve books which, in the judgment of the compilers, represent the cream of the educational literature for 1901; books which every library should buy and which every teacher and all serious students of education should read or know accurately.

The *Journal of Pedagogy* for June, 1902, says of this bibliography: "To students of current educational thought such a bibliography will be of great value. It includes (1) books on educational subjects printed in English and bearing date 1901, (2) important articles on the same subject from the periodicals of 1901, (3) valuable papers published in the transactions of educational societies which bear the imprint date of 1901, and (4) all chapters of distinct educational interest from any books bearing date 1901 and all notable matter on educational topics published during 1901 wherever found.

The distinctive features of this bibliography are the careful analysis of all important periodicals, liberal annotation and the classification by subject-matter.

Unlike so many bibliographies, this compilation is to be commended for what it omits as well as what it offers.

The purpose has been to note only what seems really worth while. . . . The list for 1901 comprises 319 titles while that for 1900 reached 481. . . . We do not see how any teacher who has any interest whatever in the literature of his profession can get along without this bibliography for constant use in finding what is best worth reading."

HIGH SCHOOLS.

Lectures on High-School Organization and Administration Delivered at the University of Illinois during the First Semester, 1901-2. 26 p., D. Urbana, 1901.

These are ten syllabi of lectures by leading Illinois superintendents accompanied by bibliographical references which fill seventeen of the twenty-six pages. Most of the titles are periodical articles. It is an exceedingly useful collection of topical references which seem to be

given fully and exactly, but the proofreading has been slovenly and the result is not at all creditable to the University.

More care in editing would have used rigid instead of approximate alphabetical arrangement and would have added fuller data as to books included.

HISTORY.

The Literature of American History ; a Bibliographical Guide.

Edited for the American Library Association by J. N.

LARNED. 596 p., O. Boston, 1902.

Every teacher and every serious student of American history should know of this book, especially every college and university teacher and every student working in American history for advanced degrees.

It is not a complete bibliography of the subject, nor merely a selection of the best books, but its definite aim is to embrace the books of every kind ; good, bad and indifferent concerning which it seems to be important that readers of all classes should be told what their merit or demerit is.

To make clearer its usefulness to secondary schools, the book includes text-books, source books and all the standard secondary authorities which form the basis and backbone of high-school work in American history.

The distinctive and highly valuable feature of the book is its annotation. Every title is followed by a note, necessarily brief, but made as comprehensive as possible and signed by one of forty specialists who have prepared this admirable descriptive and critical comment.

A useful appendix prepared by Professor Channing, of Harvard University, skims off the cream of the entire book in three lists. The first, "A Good School Library" about thirty titles, then "A Collection for a Town Library" in which about seventy further titles are added to the first list, and lastly a still more extended list called "A Good Working Library," evidently designed for the college professor.

KINDERGARTEN.

Froebel and the Kindergarten. By AIMÉE GUGGENHEIMER. 64 pp.,

O. Albany, 1901. (New York State Library, *Bibliography Bulletin*, 26).

The compiler has hitched her wagon to a star and aimed to include in this list everything published in the English language on her sub-

ject except reports of kindergarten associations, and material found in reports of state and city boards of public instruction.

Very little important literature has escaped the drag-net and the result is a list of about six hundred titles carefully classified, accurately recorded and forming the longest available catalogue of the English literature of the subject.

The reports of the commissioner of education, of the N. E. A. meetings and the important journals have been examined. Neither the scope of the work nor the technical knowledge of the compiler, permitted annotation which is the greater pity in the case of a complete than of a selected bibliography for the former must of necessity include much that is trivial or bad.

MANUAL TRAINING.

Bibliography of the Economics of Manual Training (in *Teachers College Record*, November, 1901. 2:379-86).

An unclassified, unannotated list of 156 titles. The great majority of them bear on the practice of the various activities which make up manual training.

Among these activities are included several, such as Dressmaking and Kitchen work, which are usually classed with domestic science.

The educational theory of manual training and its methodology are but slightly represented in the list.

MEDICINE.

Bibliography of Literature upon Medical Pedagogy and Curriculums published in 1899 to March, 1900 (in *American Academy of Medicine*. Bulletin. February, 1901, 5:236-38).

Refers principally to periodical articles in medical journals.

PENNSYLVANIA—EDUCATION.

History of Higher Education in Pennsylvania. By CHARLES H. HASKINS and WILLIAM I. HULL. 272 pp., O. Washington, 1902 (*U. S. Bureau of Education; Circular of Information*, No. 4, 1902).

This volume consists of thirty-one brief chapters, dealing with as many institutions.

At the close of several of these articles the authors have added brief lists of sources and authorities consulted.

STUDENT LIFE.

A Select Critical Bibliography on Student Societies (in SHELDON, H. D., *Student Life and Customs*. New York, 1901. Pp. 307-51).

The titles are classified under sixteen subjects as follows:

(1) Mediæval student life; (2) German student life; (3) French student life; (4) English university student life; (5) English secondary-school student life; (6) Scottish student life; (7) American student life in general and also at particular institutions. (8) The class system: (a) college discipline; (b) class life and customs; (9) The debating societies; (10) College fraternities; (11) College athletics (descriptive and controversial); (12) Student self-government; (13) The student press; (14) Miscellaneous student clubs; (15) Women's student societies; (16) Student societies in secondary schools.

References to the literature of the many topics included in the above list, have nowhere been so availably presented, and this bibliography, like the book which it accompanies, collects much widely scattered material on topics which are of very great popular and professional interest.

Three hundred and eighteen titles are given, accompanied by many helpful notes of just the right kind.

The material on Athletics, both in section 11, and as sub-sections under 4 and 5, is a notably useful feature.

WEST VIRGINIA—EDUCATION.

History of Education in West Virginia. 165 pp., O. Washington, 1902, (*U. S. Bureau of Education; Circular of Information*, No. 1, 1902).

On pages 118-22 is printed a bibliography of the entire subject. Only thirty-five titles are given accompanied by brief notes.

J. I. WYER.

UNIVERSITY OF NEBRASKA LIBRARY.